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ABSTRACT

This report describes the roles and productivity of faculty members in the Oregon University System (OUS). Of the 3,199 ranked instructional faculty members in 2000-2001, three-fourths were full time, but the proportion of full-time faculty in the senior ranks and holding tenure has declined since 1995-1996. The proportion of faculty members who are women increased, and the proportion of ranked faculty of color increased. OUS offered 12% more class sections in fall 2000 compared with fall 1995, a gain that was accomplished mainly through an increase in adjunct faculty. OUS faculty produced 2.6 million student credit hours in 1999-2000 (up 13% overall in performance reported over three periods: 1995-1996, 1997-1998, and 2000-2001). OUS faculty attracted millions of dollars in new resources to Oregon, especially through grants, gifts, and contracts. Through public service activities, OUS faculty contribute knowledge in real-life settings to Oregon's citizens. Average faculty salaries have remained low at OUS, and these lower salaries have inhibited the ability of the university system to recruit effectively. The Oregon Board of Higher Education recognizes the need to retain and recruit quality faculty to sustain and accelerate the university system's productivity. Seventeen appendixes contain tables of data about faculty numbers, student enrollment, and salaries. (Contains 12 figures.) (SLD)

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Oregon
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Faculty Work and Results: Productivity Review 2000-01

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*All data provided by OUS Institutional Research Services; see *2000 Fact Book*.

Executive Summary

Knowledge is our business.

The mission and goals of public higher education are anchored in service to the state's society and economy. The business of higher education is knowledge. Faculty work on three interrelated activities pertaining to knowledge: teaching, research, and service. Faculty effort committed to these activities varies by field of study and university mission. Teaching is the major focus of faculty.

Experienced faculty are the most important asset in OUS's portfolio.

Of the 3,199 ranked instructional faculty members in 2000-01, three-fourths are full-time. The proportion of full-time faculty in the senior ranks and holding tenure has declined since 1995-96. At the same time, the proportion of ranked full-time faculty who are women increased and the proportion of ranked faculty of color (full- and part-time) increased.

OUS offered 12% more class sections in fall 2000 compared with fall 1995. This gain was accomplished mainly with an increase in adjunct faculty.

- Adjunct faculty and administrators taught 17% of the class sections in fall 2000 compared to 11% in fall 1995.

- Graduate assistants taught 9% of all Oregon University System (OUS) class sections in fall 2000 compared to 8% in fall 1995. Graduate assistants are used predominantly on the OSU and UO campuses.

OUS faculty are productive.

OUS faculty produced 2.6 million student credit hours in 1999-00 (up 13% overall in performance reported over three periods, 1995-96, 1997-98, and 2000-01).

More than 15,000 students completed degrees and certificates in 1999-00 (a 14% increase in degrees and 53% increase in certificates awarded overall reported over three periods, 1995-96, 1997-98, and 2000-01).

On average, OUS ranked faculty members were assigned 10.8 course credit hours in fall 2000. The average course credit hours rise to 12.2 per faculty when all faculty who provided instruction, ranked faculty, adjunct faculty, and graduate assistants, are included.

OUS faculty attract millions in new resources to Oregon.

Total expenditures from gifts, grants, and contracts have grown steadily over the past ten years. Spending to produce research and development outcomes in fiscal year (FY) 1999-00 totaled $203.1 million. Average revenue per full-time faculty member from these sources was $86,500 in FY 1999-00 (up 21% from FY 1995-96).

Public service addresses pressing needs.

Public service activities enable faculty and staff the opportunity to use their knowledge in real-life settings for Oregon's citizens, businesses, local governments, and students of OUS. The benefits to Oregonians touch all areas of life: family, health, business, financial, educational, and recreational. These services are carried out through consultation, technical assistance, policy analysis, and program evaluation by faculty (or teams of faculty and advanced students) related to the intellectual work of the professor.

Competing for talented faculty.

During the past 25 years, average salaries at OUS institutions remained low, between 5% to as low as 20% below the all-rank, all disciplines, average salaries for their peer groups. Substantially lower salaries limit the ability of OUS campuses to recruit effectively. Talented faculty are needed to compete for quality students and for funding to support research programs from federal and non-government sources (e.g., industry, private foundations). The Board of Higher Education recognizes the need to retain and recruit quality faculty to sustain and accelerate OUS productivity.

Summary of Trends

	1995-96	1997-98	2000-01	Results**
Faculty Profile				
Number of ranked, full- and part-time faculty	2,957	3,203	3,199	8.2%
Number of ranked, full-time faculty	2,366	2,357	2,406	1.7%
Number of ranked, full-time faculty with tenure	1,625	1,573	1,403	-14.0%
Instructional Productivity				
Students enrolled in credit courses	96,305	94,364	98,373*	2.2%
Students enrolled in noncredit courses	201,300	210,025	186,889*	-6.7%
Total student credit hour enrollment *(in millions)*	2.3	2.4	2.6*	12.7%
Average course credit hours per term; ranked faculty	10.7	11.1	10.8	1.0%
Average course credit hours per term; all faculty	12.0	12.6	12.2	1.8%
Research & Development (R&D) Productivity				
Total gifts, grants, and contracts expenditures *(dollars in millions)*	$167.6	$174.8	$203.1*	20.5%
Degrees and Certificates Awarded				
Students completing degrees	12,510	12,796	14,242*	13.6%
Students completing certificates	844	1,012	1,349*	53.2%

* Most recent available data is 1999-00.

** Percent change occurring 1995-96 to 1997-98 combined with percent change occurring 1997-98 to 2000-01 (or 1999-00, if indicated).

[See Appendix A for the percentage change breakdown.]

Part I
Overview: The Role and Workload of Faculty

What is expected of higher education faculty?

The mission and goals of public higher education are anchored in service to the state's society and economy. The business of higher education is knowledge. Faculty work on three interrelated activities pertaining to knowledge:

TEACHING – facilitate and evaluate student learning and development, and disseminate knowledge through teaching and scholarship.

RESEARCH – create or produce new knowledge, artistic performances, discoveries, or products through research and development.

SERVICE – apply knowledge through service and technical assistance to address societal needs.

UO's Institute of Neuroscience receives funding from the National Institutes of Health for breeding and supplying zebrafish clones, which are used by research labs across the country to study the development of vertebrates.

Do work assignments vary for faculty?

Faculty members at four-year public universities direct their teaching, research, and service efforts to support the missions, priorities, and needs of their campuses. Some faculty have greater teaching responsibilities than others because of the nature of their discipline, institution type, or stage in their career. Others have greater responsibilities for research and/or public service.

How much time do faculty spend in work activities?

According to a recent faculty survey conducted by the National Center for Education Statistics (NCES), faculty in the United States report they are working as long or longer hours than they ever have, an average of 50 hours per week or more. OUS faculty report hours consistent with national averages.

In a 50-hour work week, OUS faculty spend the largest portion of their time involved in teaching activities (e.g., 50% at PSU and UO, 75% at WOU). Other time is spent in research and service activities (*OUS Task Force on Faculty Workload and Productivity,* March 1993).

Part II
Teaching and Learning

What is teaching?

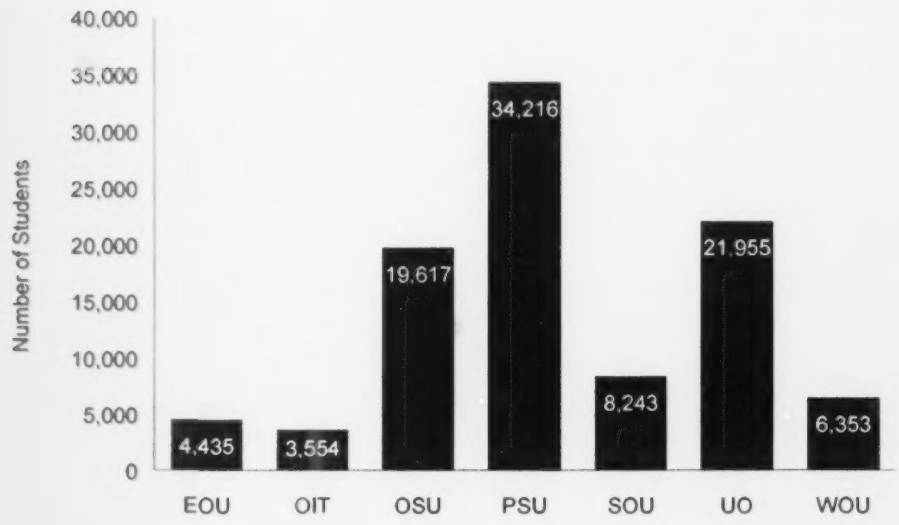
Teaching encompasses a range of activities that faculty undertake to facilitate student learning. These activities include:

- Develop courses (prepare class notes and select reading materials);
- Devise and test laboratory, clinical, or real-world application exercises (e.g., lab experiments, models, fieldwork, case studies, computer exercises);
- Direct the thesis and dissertation research projects of graduate students;
- Meet with students in formal settings both in the classroom and during office hours;
- Develop assessment tools to evaluate learning;
- Provide performance-based feedback to students; and
- Advise and counsel students about course content, programs of study, and careers.

How many students are enrolled at OUS universities?

Approximately 300,000 students enrolled in courses at OUS in 1999-00. Of these, 98,373 students enrolled in credit courses. Over 186,000 students participated in noncredit courses (noncredit includes programs aimed at youths and seniors, conferences, community education and professional development courses, and customized continuing education through contracts between agencies or private firms and an OUS institution).

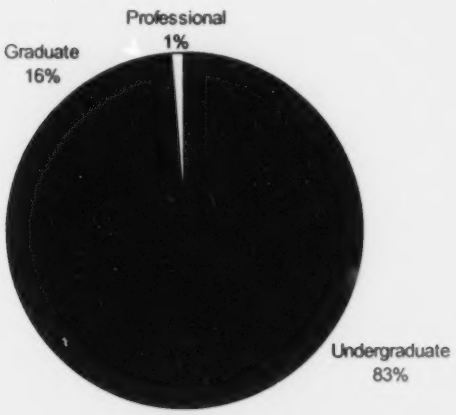
Figure 1
Enrollment in Credit Courses by Institution, 1999-00



Who are OUS students?

Just over 85% of students enrolled in OUS programs were Oregon residents in fall 2000. The majority of OUS students (83%) were undergraduates in 1999-00.

Figure 2
Distribution of Enrollment by Student Level, 1999-00



About three-fourths of OUS undergraduates were between the ages of 18 and 24, typical for students entering college immediately after high school. However, the age of undergraduates varied substantially by campus.

- Almost 9 in 10 of the undergraduates at UO were between 18 and 24 years of age.
- Slightly more than 5 in 10 of the undergraduates were between 18 and 24 years of age at OIT.

What is the source of undergraduates at OUS institutions?

In fall 2000, nearly 60% of the undergraduates entered OUS as new freshmen, 22% entered as transfer students from within the state, and 12% entered as transfer students from an out-of-state college. Of the first-time freshmen, more than three-fourths graduated from Oregon high schools.

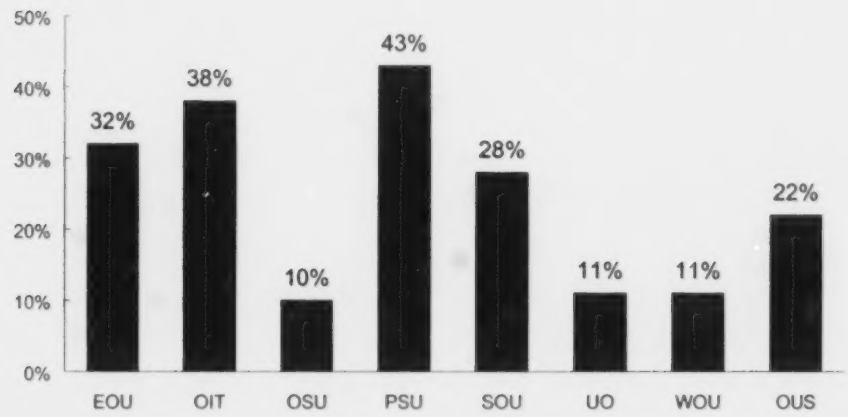
- While 71% of the undergraduates at OSU entered as freshmen, only 33% of undergraduates at PSU entered as freshmen in fall 2000.
- Of the undergraduates who transferred to an OUS campus from another postsecondary institution in Oregon, 17% were from an Oregon community college, 1% from an Oregon private college, and 4% from another OUS campus in fall 2000.

- PSU is a net importer of transfer students. PSU enrolled 38% of the total transfers from other campuses within OUS and 53% of the total number of Oregon community college transfers to OUS.

How many undergraduates attend part-time?

Systemwide, 22% of the undergraduates were enrolled part-time (fewer than 12 credit hours per term) in fall 2000. Part-time enrollment ranged from a low of 10% at OSU up to 43% at PSU.

Figure 3
Percentage of Part-Time Undergraduates, Fall 2000



Campus differences in the students served, proportion of part-time undergraduates, proportion of graduate students, and proportion of 18- to 24-year olds may affect faculty work, the type of student support services needed on a particular campus, and differences in outcomes.

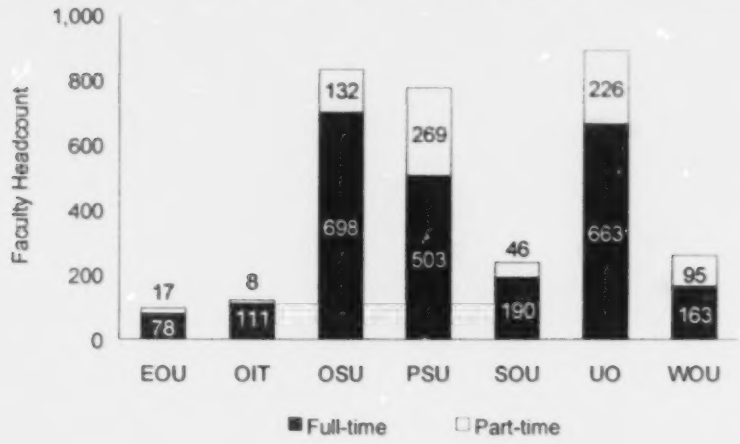
Who are the faculty?

Faculty are "the pivotal resource around which postsecondary education revolves" (National Center on Education Statistics, October 1994). Faculty determine curriculum content, student performance standards, and the quality of preparation students receive.

Of the 3,199 ranked instructional faculty in OUS's universities in 2000-01, 75% are full-time, which represents a decline from 1995-96 (80% of 2,957). *[See Appendices B-1 through B-3]*

Figure 4

Ranked Instructional Faculty by Full-Time/Part-Time Status, 2000-01



Regular faculty members teach the majority of OUS students. Experienced faculty are an important asset in OUS's portfolio. Regular faculty tend to fall into two categories: (1) tenured and tenure-track individuals for whom tenure is a possible outcome and (2) non-tenure-track individuals.

- Faculty achieve academic "rank" based upon their educational qualifications and their contributions in teaching, research, and service. Faculty move up through the ranks based on extensive evaluation of their work. These ranks or levels, from highest to lowest, include the senior ranks of professor and associate professor, and the junior ranks of assistant professor and instructor.
- Non-tenure-track individuals are hired on a recurring contractual basis but are ineligible for academic tenure and rank..

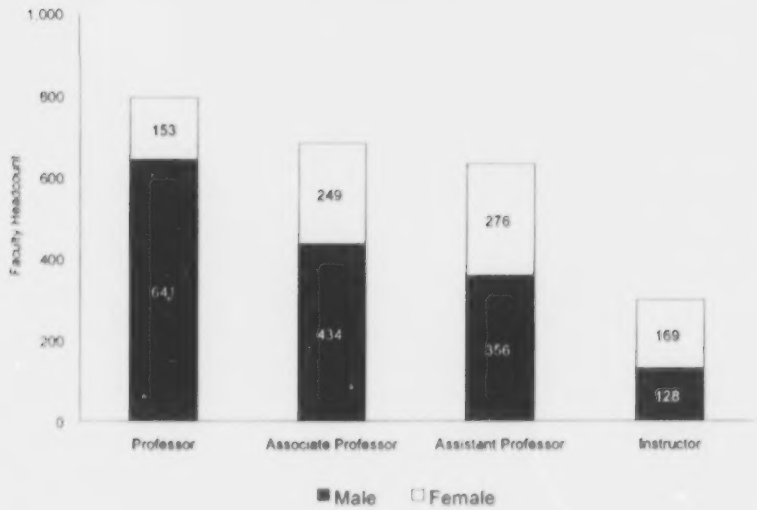
In addition to this regular faculty, supplemental faculty such as adjuncts are hired to teach on a nonrecurring basis. This category also includes university administrators or other staff who teach a class or two but whose primary assignment is noninstructional.

Is the academic workforce changing?

The overall proportion of OUS full-time ranked faculty over three report periods (1995-96, 1997-98, and 2000-01) declined by 12% in the senior ranks and by 14 % in those holding tenure. At the same time, the proportion of full-time ranked faculty who are women increased by 26% and the proportion of ranked faculty of color increased by 68% (full- and part-time combined).

When looking at the diversity of OUS faculty, women and faculty of color are more likely found in the less-senior ranks; however, recent analyses indicate that women and faculty of color are "moving up" at the same rate as men. Two national faculty trends (M. J. Finkelstein, et al. 1998, *The New Academic Generation*) are apparent in Oregon: more women, foreign-born, and minority scholars are entering the professorate, and OUS campuses are hiring and retaining more faculty in non-tenure-track appointments.

Figure 5
Full-time Instructional Faculty by Rank and Gender, 2000-01



How are courses organized?

OUS faculty teach both organized and independent-study courses.

- Organized class sections meet regularly within a traditional daytime schedule as well as evening hours and weekends, depending on the program.

- Independent-study class sections include thesis/dissertation, field studies, and internships. These courses combine student initiative and faculty supervision, allowing students the opportunity to complete requirements outside the traditional temporal and spatial structures of universities.

On average, OUS ranked faculty who taught in fall 2000 were assigned 10.8 course credit hours per term. When all faculty who provided instruction are included, the average course credit hours per term rise to 12.2. *[See Appendix C-1.]*

Figure 6
All Faculty Average Instruction Load by Institution
Fall 1995 Through Fall 2000*

Institutions	1995	1996	1997	1998	1999	2000
Research/Doctoral Universities (OSU, PSU, and UO)	11.6	11.8	12.4	12.6	11.8	12.1
Regional Universities (EOU, OIT, SOU, and WOU)	13.4	13.2	13.5	13.2	13.5	13.2
OUS Average	12.0	12.1	12.6	12.7	12.1	12.2

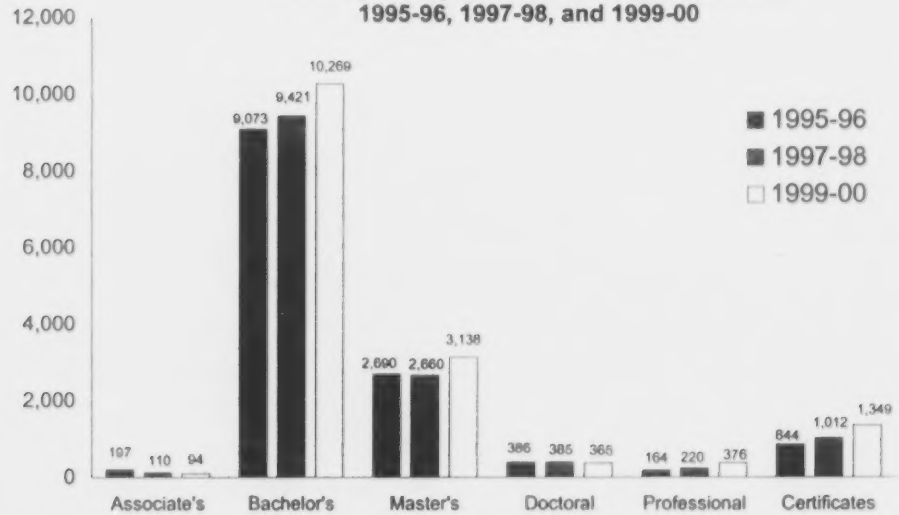
**See Appendices C-2 for trend data and C-1 and C-3 through C-7 for annual data.*

What are the results of instruction?

Students can reap many benefits from participating in higher education. They can attain a degree, acquire general and specialized knowledge, and gain professional/occupational skills. Furthermore, they can become productive members of society through their connections to employment and community service.

Assessment of these outcomes is undertaken in a variety of ways, including grades in coursework, completion of program requirements, and other indicators such as passing professional licensure examinations. Over 15,000 students completed degrees or certificates in 1999-00; of those, 14,242 completed degrees and 1,349 completed certificates (many of which were K-12 teaching endorsements). Degrees completed included associate's (almost 1%), bachelor's (66%), master's (20%), first-professional (2%), and doctoral (2%) degrees.

Figure 7
Summary of Degrees and Certificates Awarded
1995-96, 1997-98, and 1999-00



How productive is OUS?

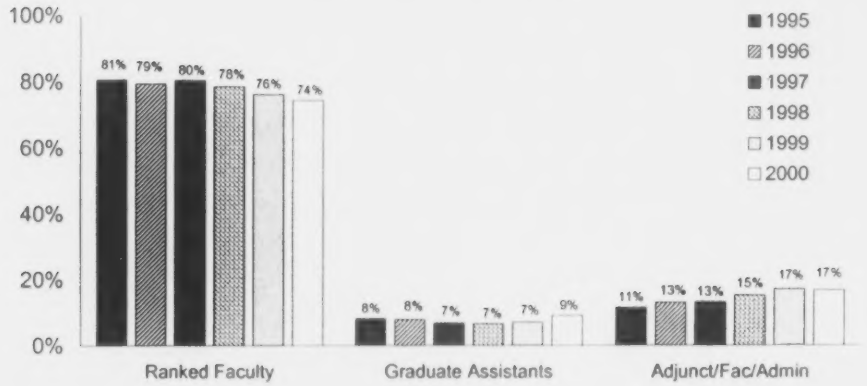
OUS offered 12% more class sections in fall 2000 compared to fall 1995. This gain was accomplished with an increase in the use of adjunct faculty and an increase in graduate teaching assistants. Adjunct faculty are especially vital resources in career-related majors (e.g., business, engineering, and education) in which the perspective and insight of practitioners adds value to student learning and helps the student transition to the workplace.

- Adjunct faculty and administrators taught 17% of the class sections in fall 2000 compared with 11% in 1995.

- Graduate assistants taught 9% of all OUS class sections in fall 2000 compared to 8% in 1995. Graduate assistants are used predominantly on the OSU and UO campuses.

OUS reflects the national trend to use more part-time and adjunct faculty. This preserves institutional flexibility and better meets market demands in an era of rapid technological change and intense competition for resources. The increase in class sections offered beginning in 1995-96 is coupled with **both** an increase in total degree production and an increase in spending from non-state sources to support faculty research and development programs (*discussed in Part III*).

Figure 8
Class Sections Taught by Faculty Category
Fall 1995 Through Fall 2000



How are teaching and learning changing?

At SOU, working adults complete business degrees through video-conferencing and the Internet.

The Internet and technology have had a significant impact on instruction on OUS campuses. A number of OUS initiatives accelerated faculty productivity and effectiveness, including the establishment of an incentive fund from 1993 to 1997 to sponsor demonstration projects. More than 30 campus projects were supported. These projects emphasized using technology in instruction, reforming the undergraduate curricula, and better integrating courses "thematically."

Today, the majority of OUS professors post the syllabus and lecture notes for scheduled classes on-line and communicate with students via e-mail. Students share advising questions with faculty via e-mail, call up transcripts to determine progress toward their degrees, search electronically to determine whether library materials are available, and participate in electronic discussions with faculty and other students as part of classroom assignments. The creation of a one-stop site (OregonONE) using a Web-based catalogue allows Oregonians – whether undergraduates of tradtional age or working adults – to package educational elements that best meet their personal, academic objectives. Such enhancements create a more student-centered environment.

OSU faculty redesigned several general education classes – introductory philosophy, calculus, physics, and biology – for delivery over the Internet to serve off-campus students (including advanced high school students) as well as meet the growing demand for these courses on campus.

In addition to using technology to support instruction, OUS is creating more technology-enhanced courses that allow for greater integration of different knowledge bases and promote problem solving and teamwork to develop the skills needed in the workplace. Today's textbooks often come with CD-ROMs that allow students to work in a data-rich environment. Several fields such as journalism, fine arts, and music incorporate computer applications in the courses to reflect the tools and approaches needed in the field. Currently, OUS is using grant funds to redesign 17 degree programs toward Web-based delivery that heretofore have been offered as interactive video courses via ED-NET.

To meet diverse student needs, campuses increasingly offer a range of instructional formats (e.g., quarter, weekend, evening, individualized studies, modularized one- or two-credit courses that are shorter than a full-term duration) in various locations. Technology is increasing the flexibility within which instruction can be "packaged" to better serve students. Faculty are demonstrating these new "outreach" methods.

The first students graduated from the master's degree program in software engineering offered jointly by PSU, OSU, UO, and OGI at the CAPITAL Center in Beaverton. Plans are to expand this collaborative program to other sites.

WOU offers a master's degree program for teachers on-site at one Oregon public school district and courses leading to teaching endorsements at seven other school districts.

As students seek to accelerate their progress toward degrees, and acquire knowledge and skills in a variety of manners, faculty are asked to "assess" student learning in new ways by establishing outcome-based (proficiency) degree programs. This redesign requires faculty to move away from the notion of "student credit hours" and "seat time" as measures of student learning to alternative proficiency-based programs.

What efforts are made to provide customized continuing education?

Demands for continuing education are increasing as employers attempt to remain competitive in rapidly changing work environments. Short courses, degree programs, and "just-in-time" training are delivered directly to employer sites or employee homes.

Part III
Research and Scholarship

What are research and scholarship?

In addition to instruction, faculty are expected to engage in intellectual and creative activities that lead to a product, an article or book, instructional software, a discovery, an invention, a recital, or an exhibit. The expectations for faculty research and scholarship vary according to the mission of the institution and department.

OSU's College of Pharmacy developed the first delivery system for "time-released" medicines in a chewable or tablet form, making hundreds of medications more available for children and the elderly.

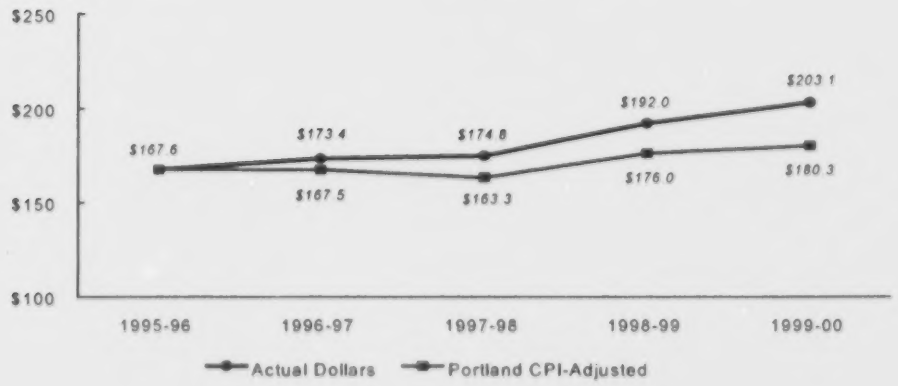
Within OUS, faculty pursue scholarship in a variety of ways. Some direct their efforts toward the application of knowledge (applied research). Examples include working with the public schools to implement reform, helping farmers improve their productivity, and working with emerging high-tech industries.

How is faculty research supported?

Many faculty attract outside funds to support research and scholarship related to their fields of expertise and the special missions of the institutions. OUS faculty are productive researchers and attract substantial external funding through a highly competitive process. These awards sponsor research, public service, clinical trials, professional development, and training. The availability of outside resources to support research efforts varies by discipline (with sciences, medicine, education, and agriculture having more funds available than humanities and social sciences).

Total expenditures from gifts, grants, and contracts have grown steadily during the past ten years (21% increase over ten years in actual dollars and nearly 8% increase in constant dollars when adjusted by the Portland CPI). Sponsored research and other support expenditures totaled $203.1 million in FY 1999-00.

Figure 9
Total Gifts, Grants, and Contracts Expenditures
FY 1995-96 Through FY 1999-00
(dollars in millions)



Congruent with their missions, the research universities, OSU and UO, are the top producers for bringing in outside funds, and account for 80% of expenditures.

Figure 10
Gifts, Grants, and Contracts Expenditures by Institution, FY 1999-00
(dollars in millions)

EOU	OIT	OSU	PSU	SOU	UO	WOU	Other	Total
$1.8	$2.2	$105.3	$24.0	$2.6	$56.4	$6.3	$4.5	$203.1

The all-rank average salary of faculty at the research universities is approximately $56,000. Compared to this average, OSU faculty tripled ($151,927) and UO faculty nearly doubled ($90,389) their salaries in gifts, grants, and contracts expenditures in FY 1999-00. OSU faculty ranked eighth among all land-grant universities for research productivity.

Figure 11
Average Gifts, Grants, and Contracts Expenditures per Full-time Faculty, FY 1999-00

EOU	OIT	OSU	PSU	SOU	UO	WOU	Average
$23,037	$19,221	$151,927	$53,067	$14,714	$90,389	$39,897	$86,500

Most companies need research and development to stay competitive in a knowledge-based economy. According to the Oregon Progress Board, industry spending on research and development in Oregon is low. Strategies to boost industry R&D spending include public/private partnerships supporting later-stage university research of interest to industry.

How are sponsored research resources used?

Faculty who succeed in the highly competitive process for winning external research funds foster on-going support to the research enterprise. This infusion of funds is felt inside the university, as well as in the local and state economy. A study of the impact of this spending in Oregon's economy, conducted in 1999 by ECONorthwest, found that OUS contributed $583 million in goods and services sold by Oregon industries, $436 million in wages and salaries earned by Oregonians, and nearly 12,000 new jobs.

- These revenues leverage state funds by supporting salaries and benefits of the research team, faculty, graduate students, undergraduate students, technicians, and support staff.

- Three out of four dollars for scientific and research equipment come from federal sources. Without considerable sponsored research, there would be a loss of scientific and research equipment used by OUS students and faculty in laboratories and classrooms.

How does research contribute to Oregon's universities?

Higher education is in the knowledge business. To remain competitive by attracting motivated students and maintaining quality faculty, higher education institutions must maintain a high priority on research and scholarship. Oregon quickly would fall behind the leading-edge changes in virtually all disciplines without active research and scholarhip programs.

What are specific ways OUS research contributes to Oregon's economy?

A physics professor at UO developed a liquid-helium "wind tunnel" to measure turbulence and convection and received a National Science Foundation grant for $5 million to design a national research facility. This research has the potential to improve airplane safety.

Strong research universities, research centers, and innovative enterprises are critical to retaining and attracting new, internationally competitive businesses and industries to the state, which include agriculture, computer software, and high technology. Because there are no private research universities in Oregon as there are in some other states (such as Stanford University in California and the University of Chicago in Illinois), the state's investment in Oregon's public universities and their ability to leverage funds are critical to the health of Oregon's economy.

OSU materials research scientists developed zirconium tungstate, a material that shrinks uniformly when heated. A private firm is determining its potential use in circuit boards and other electrical appliances.

What impact does faculty research have on student learning?

Faculty research and professional development have a direct bearing on the quality of student learning. Because new knowledge is constantly developing, faculty in virtually all disciplines have a responsibility to keep current and bring new knowledge into the learning programs of their students. Research and scholarship are important for keeping faculty up-to-date in rapidly changing fields.

Current knowledge in a field is also necessary for students to be successful in the workplace and to prepare them for advanced education. Many students have opportunities to be part of research teams producing new discoveries. These experiences are valuable for extending their understanding of how research is conducted and refining their thinking, writing, and teamwork skills needed in the workplace. Research programs of OSU and UO faculty create opportunities for hundreds of undergraduates to participate in laboratory research with support from the National Science Foundation (NSF).

Part IV
Public Service

Why is service a priority for Oregon's four-year public universities?

Public service activities enable faculty and staff to use their knowledge in real-life settings for Oregon's citizens, businesses, and local governments. The benefits to Oregonians touch all areas of life: family, health, business, finance, education, and recreation. Research at OUS's institutions proves its worth, in part, by providing service to Oregon, the nation, and the world.

The impact of these institutions on their local communities includes serving as a source of knowledge, expertise, and technical assistance to local organizations. University faculty, staff, and students are involved in hundreds of outreach programs in local schools, governments, businesses, and neighborhoods.

Management faculty at OIT determine costs and benefits of the environmental impacts associated with the upcoming re-licensing of the Klamath River Hydroelectric Project.

What counts as service?

OUS is committed to strengthening the linkages between the campuses and to resolving contemporary problems. Hundreds of highly specialized services are offered by laboratories and clinics associated with the professional schools within the University System.

UO's Institute on Violence and Destructive Behavior provides training to high school staff on effective practices for dealing with youth with serious emotional difficulties.

Many community services are offered through a wide variety of public attractions such as museums, galleries, library collections, lectures, performances, observatories, athletic facilities and events, and conferences.

In addition to these formal structures, individual faculty (or faculty/student teams) are energetically engaged in the pressing issues of our time. Faculty service relates directly to the intellectual work of the professor and benefits society. These services are carried out through consultation, technical assistance, policy analysis, and program evaluation.

SOU's Small Business Development Center provided business counseling to over 350 business owners in Jackson and Josephine Counties.

How is service related to teaching and research?

Research often becomes the basis for service provided to other state agencies, K-12 schools, businesses, and communities. Other problems, such as crime and poverty, call for the integration of knowledge across many disciplines.

PSU's Center for Population Research and Census predicts long-term enrollment patterns for the Portland Public Schools.

Many faculty find that applying knowledge and theories in these contexts enhances their understanding and ability to teach concepts and their applications. These experiences are brought back to the campus and help enrich the instructional experiences of students.

An interdisciplinary research team at OSU develops vaccines and management systems to protect salmon health in hatcheries and commercial production systems.

Faculty respond to information requests from the public, the media, and others about current issues (e.g., earthquakes, volcanoes, conflicts in various countries around the world, telecommunications developments, youth gangs, demographic projections of the state, medical ethics, K-12 school reform).

OUS faculty also undertake professional development to remain up-to-date in the field (e.g., attend professional conferences and training seminars, learn to use new technologies, and read widely in area of specialization).

PSU faculty with OHSU faculty are testing the genetic basis for alcohol addiction.

What is the System doing to meet the needs of emerging small businesses in Oregon?

The OUS Business Alliances Office, established in 1998-99, links the intellectual assets of OUS campuses, community colleges, and independent colleges and universities with Oregon's economic development activities. By working with Oregon's corporate leaders, entrepreneurs, and small and emerging businesses, the OUS Business Alliances Office brokers partnerships for subspecialized, technical services not generally available. These include prototype development and product refinement; alpha and beta testing and clinical trials; highly technical, specialized marketing strategies; subspecialty focus groups; and other specialized/customized services.

PSU's Professional Development Center provided customized training programs for over 7,500 employees from various companies including NIKE, ADEC, Boeing, and Providence Hospital.

OUS is a major supporter of the Oregon Works Intern Program. In addition to initiating the expansion and funding for the project to include all industries in the state, they have an on-going commitment to connect higher education and industry. The Knowledge Exchange is a free OUS brokering service connecting the needs of the business community to the intellectual assets and resources of 35 Oregon colleges and universities.

OSU faculty offer weekend and evening classes in liberal studies, nursing, and engineering from the main campus to numerous off-campus sites around the state using the Internet and dedicated lines (such as between OSU and Hewlett-Packard).

The OUS Business Alliances Office is working in conjunction with the Oregon Emerging Business Initiative (OEBI) to establish a world-class postsecondary system of universities that has a strong collaboration with industry to increase innovation, knowledge transfer, and commercialization. OEBI objectives include connecting public and private postsecondary research, education, and economic development strategies and seeking increased public-private research and development to facilitate innovation. Governor Kitzhaber appointed the Economic Development Joint Boards Working Group in 1999 to focus on reducing barriers between higher education and economic development. This group recommends the creation of an Oregon Council for Knowledge and Economic Development to foster future collaboration in knowledge transfer.

Part V
Quality Assurance

What role do faculty play in quality assurance?

More than in other educational sectors, higher education instructional programs are the responsibility of the faculty who are charged with setting the standards for academic programs and ensuring that they meet national and regional accreditation requirements. Faculty members participate in a wide variety of academic oversight activities related to their disciplines, as well as those that connect disciplines to one another and determine the overarching requirements of degree programs. Like other professionals, faculty performance is evaluated regularly by their peers, students, campus administrators, and external constituencies to ensure that standards are met for teaching, research, and service responsibilities.

Each year, EOU chemistry faculty involve undergraduates in research conducted at Hanford, leading to presentations by undergraduates at national meetings and success in securing internships and post-baccalaureate positions.

How are tenured faculty evaluated?

In addition to annual or biennial reviews, tenured faculty in OUS institutions are evaluated more comprehensively on a periodic basis. These reviews provide feedback to faculty members about how well they are doing their work and where they may need to improve. The reviews are also a way of providing accountability for faculty quality and productivity. Even though the Oregon State Board of Higher Education has a well-established history (since 1973) of requiring post-tenure reviews, and campuses have recently examined and revised their existing policies, the Board acted in 1999 to further strengthen post-tenure evaluation. The Board recognizes the rigorous, multi-year review process to which pre-tenure faculty submit. As well, the linkage between the assessment of tenured faculty performance and salary-adjustment decisions was made more explicit.

What is the capacity of OUS institutions to compete for high-quality faculty?

To determine whether OUS institutions are able to compete successfully for quality faculty, OUS compares an institution's average faculty compensation with that of its peers. During the past 25 years, average salaries at OUS institutions have remained comparatively low. *[See Appendix D-1]* The Board recognizes the need to bring OUS faculty compensation to peer averages in order to compete for quality faculty in the academic marketplace.

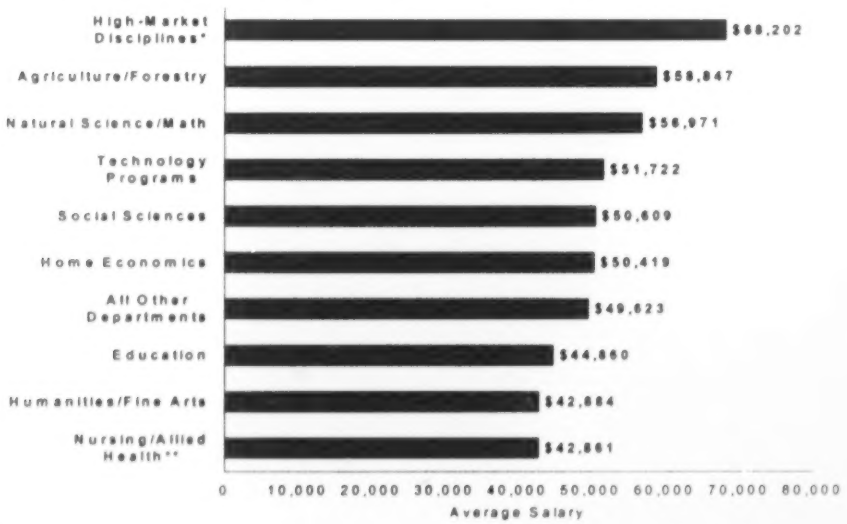
- OSU, PSU, and UO average faculty salaries fall between 81% and 87% of the average for the 16 institutions in their peer group ($64,900 peer all-rank average salary, compared with $56,400 at OSU, $55,600 at UO, and $52,300 at PSU). *[See Appendices D-2 and E-1]*

- EOU, SOU, and WOU average faculty salaries are between 85% and 87% of the average for the 10 institutions in their peer group ($50,200 for peer all-rank average salary, compared with $42,700 at EOU, $43,900 at SOU, and $43,100 at WOU). *[See Appendices D-1 and E-2]*

- Average all-rank faculty salaries at OIT are 95% of the average for the 11 institutions in their peer group ($50,900 for peers, compared with $48,100 for OIT faculty). *[See Appendices D-1 and E-3]*

There is substantial variation in faculty salaries by discipline at public universities, in Oregon and nationally. Faculty in computer science, business, law, veterinary medicine, and engineering tend to have higher average salaries than other OUS faculty; but they still earn substantially less than their colleagues in other states do.

Figure 12
OUS Average Faculty Salary by Discipline Group, 1999-00



* High-market disciplines include computer science, business, law, veterinary medicine, and engineering.
** OHSU nursing faculty teaching courses at EOU, OIT, and SOU are not included here.

Further exacerbating the problem of the fiscal capacity of Oregon's public universities to compete for quality faculty are the rising disparities between public and private research universities in average faculty salaries.

> There are three primary developments in the evolving academic labor market. First, in today's global economies the pursuit of quality academic scholars is not limited to state, regional, or national borders. Second, disparities in the ability of institutions to expend educational resources are widening between public and private universities. Third, current institutional expenditure patterns demonstrate that many of the best universities are in danger of declining in relative academic and research quality, status, and prestige. (F. King Alexander, 2001 Winter, "The Silent Crisis: The Relative Fiscal Capacity of Public Universities to Compete for Faculty." *The Review of Higher Education,* 24, 113-130.)

Alexander concluded, "States that rank as the most ineffective in supporting their premier public universities in the national marketplace during the last two decades include Arizona, New Mexico, Oregon, Texas, Utah, Washington, and Wisconsin" (p. 126). Lower per capita investment in higher education in these states limits their ability to recruit effectively for quality faculty which, in turn, affects their ability to attract federal and private resources for research and development as well as the quality of students who elect to attend.

What is being done to recruit and retain quality faculty?

Faculty quality is threatened if faculty salaries remain perpetually "below market," and OUS campuses are unable to retain and recruit faculty of equal or potentially greater quality. In an effort to decelerate the faculty brain drain from Oregon's institutions to other states, the universities have pursued strategies to offset this development such as prioritizing specific academic disciplines for additional salary resources, targeting available faculty retention and recruitment funds, and redistributing resources between departments on the same campus.

What role do faculty play in the OUS accountability initiative?

The OUS accountability effort is focused on achieving greater student access, enhancing quality, achieving cost-effectiveness, and ensuring the employability of graduates. Faculty are key to this effort of meeting the state's need for higher education services. Several of the indicators, "successful completion of degrees," "abilities upon graduation," and "customer satisfaction" (students, graduates, and employers), are dependent upon the quality of the faculty and their work with students. The emphasis is on results, and the universities cannot accomplish results without dedicated, quality faculty.

Two other performance indicators, "faculty compensation" and "entrepreneurship," also focus on the need to attract and retain high-quality faculty. Quality faculty are needed to attract new resources into Oregon, supporting basic and applied research and scholarship. The "entrepreneurship" performance indicator addresses the importance of this activity. The interrelated activities of teaching, research, and service provided by public higher education in Oregon are critical to a vibrant economy and the well-being of Oregonians, today and in the future.

Appendix A

Percent Change Breakdown
1995-96 to 1997-98 and 1997-98 to 2000-01

	1995-96	1997-98	2000-01	95-96-97-98 % change	97-98-00-01 % change	Results
Faculty Profile						
Number of ranked, full and part-time faculty	2,957	3,203	3,199	8.3%	-0.1%	8.2%
Number of ranked, full-time faculty	2,366	2,357	2,406	-0.4%	2.1%	1.7%
Number of ranked, full-time faculty with tenure	1,625	1,573	1,403	-3.2%	-10.8%	-14.0%
Instructional Productivity						
Students enrolled in credit courses	96,305	94,364	98,373	-2.0%	4.2%	2.2%
Students enrolled in noncredit courses	201,300	210,025	186,889	4.3%	-11.0%	-6.7%
Total student credit hour enrollment (*in millions*)	2.3	2.4	2.6	4.3%	8.3%	12.7%
Average course credit hours per term; ranked faculty	10.7	11.1	10.8	3.7%	-2.7%	1.0%
Average course credit hours per term; all faculty	12	12.6	12.2	5.0%	-3.2%	1.8%
Research & Development (R&D) Productivity						
Total gifts, grants, and contracts expenditures (*dollars in millions*)	$167.60	$174.80	$203.10	4.3%	16.2%	20.5%
Degrees and Certificates Awarded						
Students completing degrees	12,510	12,796	14,242	2.3%	11.3%	13.6%
Students completing certificates	844	1,012	1,349	19.9%	33.3%	53.2%

Appendix B-1

Ranked Instructional Faculty by Full-Time / Part-Time Status
2000-01 Headcount*

Institution	Professor	Associate Professor	Assistant Professor	Instructor/ Lecturer	Total	Percent
EOU						
Full-Time	23	19	31	5	78	82.1%
Part-Time	1	4	3	9	17	17.9%
Total	24	23	34	14	95	100.0%
OIT						
Full-Time	30	26	42	13	111	93.3%
Part-Time	4	1	2	1	8	6.7%
Total	34	27	44	14	119	100.0%
OSU						
Full-Time	246	211	150	91	698	84.1%
Part-Time	14	10	11	97	132	15.9%
Total	260	221	161	188	830	100.0%
PSU						
Full-Time	195	109	140	59	503	65.2%
Part-Time	40	9	75	145	269	34.8%
Total	235	118	215	204	772	100.0%
SOU						
Full-Time	57	50	55	28	190	80.5%
Part-Time	2	3	2	39	46	19.5%
Total	59	53	57	67	236	100.0%
UO						
Full-Time	203	228	147	85	663	74.6%
Part-Time	36	22	59	109	226	25.4%
Total	239	250	206	194	889	100.0%
WOU						
Full-Time	40	40	67	16	163	63.2%
Part-Time	1	2	21	71	95	36.8%
Total	41	42	88	87	258	100.0%
Total						
Full-Time	794	683	632	297	2,406	75.2%
Part-Time	98	51	173	471	793	24.8%
Total	892	734	805	768	3,199	100.0%

Source: OUS Institutional Research Services, file run from October 31, 2000 payroll.

*This table reports regular full-time faculty (.90 FTE or greater) whose primary assignment is instruction (more than .50 FTE in an instructional department) and part-time faculty whose assignment includes teaching and who are based in state-funded instructional departments. Regular faculty on sabbatical leave are included. For Oregon State University, ranked faculty at the Agricultural Experiment Station, the Forest Research Laboratory, and the Extension Service are included as long as some of their FTE is budgeted in an instructional account.

Appendix B-2

Ranked Instructional Faculty by Full-Time / Part-Time Status 1997-98 Headcount*

Institution	Professor	Associate Professor	Assistant Professor	Instructor/ Lecturer	Total	Percent
EOU						
Full-Time	23	24	16	5	68	81.0%
Part-Time	5	0	3	8	16	19.0%
Total	28	24	19	13	84	100.0%
OIT						
Full-Time	36	31	26	7	100	97.1%
Part-Time	1	0	2	0	3	2.9%
Total	37	31	28	7	103	100.0%
OSU						
Full-Time	326	238	128	53	745	82.9%
Part-Time	25	22	21	86	154	17.1%
Total	351	260	149	139	899	100.0%
PSU						
Full-Time	235	110	95	26	466	65.1%
Part-Time	16	23	66	145	250	34.9%
Total	251	133	161	171	716	100.0%
SOU						
Full-Time	51	61	36	21	169	65.8%
Part-Time	24	9	2	53	88	34.2%
Total	75	70	38	74	257	100.0%
UO						
Full-Time	220	206	144	81	651	72.8%
Part-Time	54	33	60	96	243	27.2%
Total	274	239	204	177	894	100.0%
WOU						
Full-Time	43	33	50	32	158	63.2%
Part-Time	5	2	5	80	92	36.8%
Total	48	35	55	112	250	100.0%
Total						
Full-Time	934	703	495	225	2,357	73.6%
Part-Time	130	89	159	468	846	26.4%
Total	1,064	792	654	693	3,203	100.0%

Source: OUS Institutional Research Services, file run from October 31, 2000 payroll.

*This table reports regular full-time faculty (.90 FTE or greater) whose primary assignment is instruction (more than .50 FTE in an instructional department) and part-time faculty whose assignment includes teaching and who are based in state-funded instructional departments. Regular faculty on sabbatical leave are included. For Oregon State University, ranked faculty at the Agricultural Experiment Station, the Forest Research Laboratory, and the Extension Service are included as long as some of their FTE is budgeted in an instructional account.

Appendix B-3

Ranked Instructional Faculty by Full-Time / Part-Time Status 1995-96 Headcount*

Institution	Professor	Associate Professor	Assistant Professor	Instructor/ Lecturer	Total	Percent
EOU						
Full-Time	22	29	24	7	82	83.7%
Part-Time	3	0	6	7	16	16.3%
Total	25	29	30	14	98	100.0%
OIT						
Full-Time	40	30	31	8	109	94.0%
Part-Time	2	0	2	3	7	6.0%
Total	42	30	33	11	116	100.0%
OSU						
Full-Time	326	258	143	46	773	86.5%
Part-Time	23	20	15	63	121	13.5%
Total	349	278	158	109	894	100.0%
PSU						
Full-Time	219	113	78	2	412	94.1%
Part-Time	15	8	3	0	26	5.9%
Total	234	121	81	2	438	100.0%
SOU						
Full-Time	62	51	33	20	166	65.1%
Part-Time	23	15	9	42	89	34.9%
Total	85	66	42	62	255	100.0%
UO						
Full-Time	244	193	144	94	675	74.5%
Part-Time	52	36	54	89	231	25.5%
Total	296	229	198	183	906	100.0%
WOU						
Full-Time	48	39	50	12	149	59.6%
Part-Time	1	1	0	99	101	40.4%
Total	49	40	50	111	250	100.0%
Total						
Full-Time	961	713	503	189	2,366	80.0%
Part-Time	119	80	89	303	591	20.0%
Total	1,080	793	592	492	2,957	100.0%

Source: OUS Institutional Research Services, file run from October 31, 2000 payroll.

*This table reports regular full-time faculty (90 FTE or greater) whose primary assignment is instruction (more than .50 FTE in an instructional department) and part-time faculty whose assignment includes teaching and who are based in state-funded instructional departments. Regular faculty on sabbatical leave are included. For Oregon State University, ranked faculty at the Agricultural Experiment Station, the Forest Research Laboratory, and the Extension Service are included as long as some of their FTE is budgeted in an instructional account.

Appendix C-1

Instructional Workload and Student Enrollment
Fall 2000

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
Instructional FTE								
*Ranked faculty**	92.3	120.6	664.7	529.0	220.2	671.8	176.3	2,474.9
*All faculty***	97.6	124.1	781.5	602.5	239.2	869.7	195.2	2,909.8
Instructor course credits***								
Ranked faculty	1,065	1,650	7,475	6,002	2,464	5,667	2,317	26,640
All faculty	1,323	1,830	9,470	7,952	2,732	9,587	2,520	35,414
Average instructor course credits@								
Ranked faculty	11.5	13.7	11.2	11.3	11.2	8.4	13.1	10.8
All faculty	13.6	14.7	12.1	13.2	11.4	11.0	12.9	12.2
Student FTE enrollment#								
Ranked faculty courses	1,799	2,036	12,974	9,885	3,862	12,300	3,797	46,654
All instructors' courses	2,121	2,151	15,896	12,837	4,177	16,704	4,100	57,986
Student FTE enrollment per instructional FTE:								
Ranked faculty	19.5	16.9	19.5	18.7	17.5	18.3	21.5	18.9
All faculty	21.7	17.3	20.3	21.3	17.5	19.2	21.0	19.9

Source: OUS Institutional Research Services, report FACLOAD00, Fall 2000.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 2000.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students.

Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix C-2

Instructional Workload and Student Enrollment Trend Results Fall 1995 Through Fall 2000

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Overall Results
Instructional FTE							
*Ranked faculty**	2,317.8	2,384.9	2,342.8	2,305.5	2,362.8	2,474.9	1.1%
*All faculty***	2,561.9	2,638.3	2,593.8	2,611.6	2,784.0	2,909.8	7.2%
Instructor course credits***							
Ranked faculty	24,796	25,571	26,061	25,706	25,285	26,640	1.2%
All faculty	30,759	31,846	32,593	33,289	33,694	35,414	7.4%
Average instructor course credits@							
Ranked faculty	10.7	10.7	11.1	11.1	10.7	10.8	1.1%
All faculty	12.0	12.1	12.6	12.7	12.1	12.2	0.2%
Student FTE enrollment#							
Ranked faculty courses	43,715	44,535	45,291	43,875	44,161	46,654	3.0%
All instructors' courses	51,635	52,609	53,668	53,651	55,503	57,986	8.1%
Student FTE enrollment per instructional FTE:							
Ranked faculty	18.9	18.7	19.3	19.0	18.7	18.9	2.2%
All faculty	20.2	19.9	20.7	20.5	19.9	19.9	1.6%

Source: OUS Institutional Research Services, report FACLOAD00, Fall 2000.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 2000.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students. Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix C-3

Instructional Workload and Student Enrollment
Fall 1999

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
Instructional FTE								
*Ranked faculty**	92.7	126.0	647.8	520.8	194.6	606.2	174.7	2,362.8
*All faculty***	96.6	128.9	741.0	579.1	213.5	840.6	184.3	2,784.0
Instructor course credits***								
Ranked faculty	1,137	1,623	7,098	5,689	2,210	5,237	2,291	25,285
All faculty	1,332	1,758	8,545	7,402	2,719	9,383	2,555	33,694
Average instructor course credits@								
Ranked faculty	12.3	12.9	11.0	10.9	11.4	8.6	13.1	10.7
All faculty	13.8	13.6	11.5	12.8	12.7	11.2	13.9	12.1
Student FTE enrollment#								
Ranked faculty courses	1,857	1,999	12,201	9,583	3,606	11,313	3,601	44,161
All instructors' courses	2,034	2,124	14,603	12,190	4,371	16,276	3,906	55,503
Student FTE enrollment per instructional FTE:								
Ranked faculty	20.0	15.9	18.8	18.4	18.5	18.7	20.6	18.7
All faculty	21.1	16.5	19.7	21.0	20.5	19.4	21.2	19.9

Source: OUS Institutional Research Services, report FACLOAD99, Fall 1999.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 1999.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students.

Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix C-4

Instructional Workload and Student Enrollment
Fall 1998

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
Instructional FTE								
*Ranked faculty**	90.2	120.9	604.6	521.2	172.3	625.0	171.3	2,305.5
*All faculty***	92.9	123.2	690.1	557.9	196.9	766.6	184.0	2,611.6
Instructor course credits***								
Ranked faculty	1,086	1,522	7,567	5,579	1,981	5,748	2,223	25,706
All faculty	1,270	1,574	9,159	6,890	2,444	9,384	2,568	33,289
Average instructor course credits@								
Ranked faculty	12.0	12.6	12.5	10.7	11.5	9.2	13.0	11.1
All faculty	13.7	12.8	13.3	12.3	12.4	12.2	14.0	12.7
Student FTE enrollment#								
Ranked faculty courses	1,727	1,965	11,916	9,298	3,249	12,339	3,382	43,875
All instructors' courses	1,912	2,019	14,258	11,182	3,945	16,409	3,925	53,651
Student FTE enrollment per instructional FTE:								
Ranked faculty	19.1	16.3	19.7	17.8	18.9	19.7	19.7	19.0
All faculty	20.6	16.4	20.7	20.0	20.0	21.4	21.3	20.5

Source: OUS Institutional Research Services, report FACLOAD98, Fall 1998.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 1998.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students.

Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix C-5

Instructional Workload and Student Enrollment
Fall 1997

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
Instructional FTE								
*Ranked faculty**	84.3	111.1	604.3	512.4	190.2	659.3	181.2	2,342.8
*All faculty***	85.7	116.7	672.7	550.2	191.3	794.3	182.9	2,593.8
Instructor course credits***								
Ranked faculty	1,050	1,356	7,104	5,826	2,374	5,998	2,353	26,061
All faculty	1,222	1,412	8,392	7,198	2,575	9,213	2,581	32,593
Average instructor course credits@								
Ranked faculty	12.5	12.2	11.8	11.4	12.5	9.1	13.0	11.1
All faculty	14.3	12.1	12.5	13.1	13.5	11.6	14.1	12.6
Student FTE enrollment#								
Ranked faculty courses	1,848	1,851	11,639	9,453	3,935	12,933	3,633	45,291
All instructors' courses	1,986	1,904	13,410	11,392	4,244	16,823	3,910	53,668
Student FTE enrollment per instructional FTE:								
Ranked faculty	21.9	16.7	19.3	18.4	20.7	19.6	20.0	19.3
All faculty	23.2	16.3	19.9	20.7	22.2	21.2	21.4	20.7

Source: OUS Institutional Research Services, report FACLOAD97, Fall 1997.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 1997.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students.

Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix C-6

Instructional Workload and Student Enrollment
Fall 1996

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
Instructional FTE								
*Ranked faculty**	86.7	118.3	630.6	504.1	192.2	671.7	181.3	2,384.9
*All faculty***	87.1	121.0	703.6	537.0	192.5	813.8	183.3	2,638.3
Instructor course credits***								
Ranked faculty	1,062	1,361	7,322	5,477	2,169	5,769	2,411	25,571
All faculty	1,183	1,394	8,562	6,619	2,618	8,907	2,563	31,846
Average instructor course credits@								
Ranked faculty	12.2	11.5	11.6	10.9	11.3	8.6	13.3	10.7
All faculty	13.6	11.5	12.2	12.3	13.6	10.9	14.0	12.1
Student FTE enrollment#								
Ranked faculty courses	1,847	1,743	11,414	9,531	3,494	12,978	3,529	44,535
All instructors' courses	1,951	1,776	13,300	11,053	4,081	16,771	3,677	52,609
Student FTE enrollment per instructional FTE:								
Ranked faculty	21.3	14.7	18.1	18.9	18.2	19.3	19.5	18.7
All faculty	22.4	14.7	18.9	20.6	21.2	20.6	20.1	19.9

Source: OUS Institutional Research Services, report FACLOAD96, Fall 1996.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 1996.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students.

Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix C-7

Instructional Workload and Student Enrollment
Fall 1995

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
Instructional FTE								
*Ranked faculty**	89.4	113.3	636.2	483.3	181.5	655.5	158.6	2,317.8
*All faculty***	89.4	115.0	705.8	517.0	181.6	792.9	160.2	2,561.9
Instructor course credits***								
Ranked faculty	1,040	1,272	7,024	5,077	2,294	5,828	2,261	24,796
All faculty	1,193	1,312	8,196	6,147	2,452	9,030	2,429	30,759
Average instructor course credits@								
Ranked faculty	11.6	11.2	11.0	10.5	12.6	8.9	14.3	10.7
All faculty	13.3	11.4	11.6	11.9	13.5	11.4	15.2	12.0
Student FTE enrollment#								
Ranked faculty courses	1,729	1,801	11,460	8,566	3,732	12,881	3,546	43,715
All instructors' courses	1,880	1,846	13,412	10,249	3,966	16,612	3,671	51,635
Student FTE enrollment per instructional FTE:								
Ranked faculty	19.3	15.9	18.0	17.7	20.6	19.7	22.4	18.9
All faculty	21.0	16.0	19.0	19.8	21.8	21.0	22.9	20.2

Source: OUS Institutional Research Services, report FACLOAD95, Fall 1995.

*Ranked faculty includes professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in Fall 1995.

**All faculty includes ranked faculty plus any other staff members, such as graduate assistants or adjunct instructors, who taught credit courses.

*** "Instructor course credits" refers to the credit hour value of courses taught, including independent study courses. For example, a four-credit course equals four instructor credits.

@Average instructor course credit = instructor course credit divided by instructional FTE.

#Student FTE enrollment = student credit hours in both regular and extended programs divided by 15 for undergraduates, by 12 for master's and first professional degree students, and by 9 for doctoral students.

Note: This table excludes student FTE that cannot be matched to the file of instructors.

Appendix D-1

Average Salaries of Full-Time Instructional Faculty 1989-90 and 1995-96 through 1999-00

(Average salary in thousands of dollars)

	1989-90	1995-96	1996-97	1997-98	1998-99	1999-00
Eastern Oregon University						
Professor	39.6	47.4	47.0	49.0	49.3	52.1
Associate Professor	33.4	36.3	36.1	36.9	38.0	40.5
Assistant Professor	27.3	29.8	30.1	33.8	33.1	36.2
Instructor/Lecturer	-	24.5	-	-	-	28.9
Oregon Institute of Technology						
Professor	40.7	50.7	50.1	51.7	53.2	54.0
Associate Professor	34.7	43.9	43.4	46.1	48.1	48.5
Assistant Professor	29.9	39.6	39.8	41.5	42.6	43.3
Instructor/Lecturer	26.2	30.8	31.7	33.4	34.1	34.1
Oregon State University						
Professor	46.7	62.8	61.6	65.0	67.9	70.9
Associate Professor	37.8	47.4	47.2	49.7	52.0	53.0
Assistant Professor	31.9	40.9	40.9	43.4	46.1	46.8
Instructor/Lecturer	23.0	28.9	28.7	32.2	33.6	32.5
Portland State University						
Professor	43.4	55.6	55.8	59.0	62.5	64.5
Associate Professor	34.1	44.1	43.6	45.6	48.5	49.9
Assistant Professor	30.8	39.0	38.5	40.2	42.1	43.7
Instructor/Lecturer	21.5	29.3	30.1	33.4	32.6	33.5
Southern Oregon University						
Professor	38.0	47.3	46.5	46.2	49.0	52.0
Associate Professor	31.4	38.5	38.0	39.0	41.5	43.4
Assistant Professor	25.5	33.1	33.3	34.3	35.9	39.9
Instructor/Lecturer	24.4	29.5	28.4	30.0	31.4	31.8
University of Oregon						
Professor	46.7	60.9	60.3	64.3	67.4	71.5
Associate Professor	35.4	45.1	45.2	48.3	50.0	51.8
Assistant Professor	29.2	39.4	38.5	42.3	44.5	44.6
Instructor/Lecturer	23.2	29.0	28.7	32.0	33.4	32.5
Western Oregon University						
Professor	35.5	44.8	44.4	45.6	46.0	52.9
Associate Professor	31.4	35.8	34.9	38.6	40.5	42.8
Assistant Professor	28.5	32.5	32.1	33.6	34.7	34.5
Instructor/Lecturer	20.4	-	-	-	-	27.5

Source: American Association of University Professors, ACADEME, the Annual Report on the Economic Status of the Profession, 1989-90 through 1999-00.

Appendix D-2

Average Faculty Salaries at OSU, PSU and UO Combined 1973-74 Through 1999-00

(Dollars in thousands)

Academic Year	Faculty Salary	1973 Salary Adjusted by CPI*	Actual Salary in 1973 Dollars	Percentage Salary Gain (Loss) from CPI
1973-74	14.6	14.6	14.6	0%
1974-75	15.7	16.4	14.0	-4%
1975-76	17.6	18.0	14.3	-2%
1976-77	19.2	19.1	14.7	0%
1977-78	19.9	20.7	14.1	-4%
1978-79	21.3	22.8	13.7	-6%
1979-80	22.0	25.8	12.4	-15%
1980-81	23.8	29.3	11.9	-19%
1981-82	25.9	31.9	11.9	-19%
1982-83	27.5	32.9	12.2	-16%
1983-84	28.9	33.3	12.7	-13%
1984-85	28.8	34.5	12.2	-17%
1985-86	31.4	35.8	12.8	-12%
1986-87	33.4	36.3	13.4	-8%
1987-88	35.6	37.2	14.0	-4%
1988-89	36.0	38.5	13.6	-7%
1989-90	37.1	40.4	13.4	-8%
1990-91	38.8	42.8	13.2	-9%
1991-92	41.9	44.9	13.6	-7%
1992-93	44.4	46.9	13.8	-5%
1993-94	46.9	48.6	14.1	-3%
1994-95	46.7	50.0	13.7	-6%
1995-96	47.7	51.4	13.5	-7%
1996-97	47.6	53.2	13.0	-11%
1997-98	50.0	55.0	13.3	-9%
1998-99	52.5	56.1	13.7	-6%
1999-00	53.3	57.9	13.4	-8%

Source: OUS Institutional Research Services.

*Portland Consumer Price Index. Salaries adjusted to base year 1973-74.

Appendix E-1

1999-00 Average Faculty Salaries Among Peer Universities on List Shared by OSU, PSU, and UO; Weighted Distribution of Faculty by Rank: Ranked by All Ranks Average Salary*

(Dollars in thousands)

Rank	Institution	State	Prof	Assoc	Asst	Instr	All Ranks
1	University of North Carolina Chapel Hill	NC	93.8	67.4	55.2	58.1	72.5
2	University of California Santa Barbara	CA	96.7	63.4	53.2	-	72.4
3	University of California Davis	CA	91.3	64.2	53.9	-	70.9
4	University of Iowa	IA	89.6	60.8	52.7	42.2	67.5
5	SUNY Buffalo	NY	88.8	63.8	50.5	31.9	67.0
6	North Carolina State	NC	85.3	62.2	53.9	38.8	66.6
7	University of Illinois Chicago	IL	84.5	62.3	51.8	41.9	65.9
8	Purdue University Main Campus	IN	86.9	60.1	51.4	28.5	65.3
9	Iowa State University	IA	83.2	61.9	49.9	35.7	64.4
10	University of Arizona	AZ	81.9	57.2	49.8	-	64.0
11	University of Colorado Boulder	CO	82.6	59.4	50.2	36.9	63.6
12	Indiana University Bloomington	IN	85.0	58.8	48.4	32.8	63.6
13	University of Washington	WA	80.6	58.4	51.4	34.9	62.9
14	Indiana U/Purdue U at Indianapolis	IN	76.3	57.5	48.3	-	61.5
15	University of Wisconsin Milwaukee	WI	73.5	57.7	49.7	-	61.0
16	***Oregon State University***	***OR***	***70.9***	***53.0***	***46.8***	***32.5***	***56.4***
17	***University of Oregon***	***OR***	***71.5***	***51.8***	***44.6***	***32.5***	***55.6***
18	University of Memphis	TN	67.7	49.7	43.3	30.3	53.1
19	***Portland State University***	***OR***	***64.5***	***49.9***	***43.7***	***33.5***	***52.3***
	Weighted Average (without OUS universities)		84.6	60.4	51.0	37.2	64.9
	Oregon State University % of average		83.8%	87.7%	91.7%	87.4%	86.9%
	Portland State University % of average		76.2%	82.6%	85.7%	90.1%	80.6%
	University of Oregon % of average		84.5%	85.7%	87.4%	87.4%	85.6%

Source: American Association of University Professors, ACADEME: The Annual Report on the Economic Status of the Profession, 1999-00, March/April 2000.

* Faculty distribution for each university is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors.

Appendix E-2

1999-00 Average Faculty Salaries Among Peer Universities on List Shared by EOU, SOU, and WOU; Weighted Distribution of Faculty by Rank: Ranked by All Ranks Average Salary* (Dollars in thousands)

Rank	Institution	State	Prof	Assoc	Asst	Instr	All Ranks
1	California State Stanislaus	CA	71.9	53.3	46.8	38.0	57.1
2	University of Michigan Flint	MI	64.9	54.4	42.9	-	54.6
3	Mary Washington College	VA	66.7	52.2	41.5	-	54.2
4	University of Wisconsin Parkside	WI	63.2	52.3	42.6	-	53.3
5	Plymouth State College	NH	61.3	47.9	39.9	-	50.3
6	Southeast Missouri State University	MO	61.1	50.1	40.6	32.5	50.2
7	SUNY College Fredonia	NY	62.1	48.7	39.0	30.8	49.6
8	Eastern Washington University	WA	56.6	47.5	41.7	30.9	48.1
9	Fort Hays State University	KS	53.4	46.5	39.1	33.8	46.1
10	Southern Utah University	UT	55.4	44.3	36.7	30.8	45.2
11	***Southern Oregon University***	***OR***	***52.0***	***43.4***	***36.9***	***31.8***	***43.9***
12	***Western Oregon University***	***OR***	***52.9***	***42.8***	***34.5***	***27.5***	***43.1***
13	***Eastern Oregon University***	***OR***	***52.1***	***40.5***	***36.2***	***28.9***	***42.7***
	Weighted Average (without OUS universities)		61.2	49.5	41.1	32.8	50.2
	Eastern Oregon University % of average		85.1%	81.9%	88.0%	88.2%	85.0%
	Southern Oregon University % of average		84.9%	87.7%	89.7%	97.1%	87.3%
	Western Oregon University % of average		86.4%	86.5%	83.9%	84.0%	85.7%

Source: American Association of University Professors, ACADEME: The Annual Report on the Economic Status of the Profession, 1999-00 March/April 2000

* Faculty distribution for each university is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors

1999-00 Average Faculty Salaries Among Peer Universities on OIT List; Weighted Distribution of Faculty by Rank: Ranked by All Ranks Average Salary*

(Dollars in thousands)

Rank	Institution	State	Prof	Assoc	Asst	Instr	All Ranks
1	Cal State Polytechnic Univ Pomona	CA	74.4	58.7	47.6	38.5	59.9
2	Western Carolina University	NC	65.3	52.9	45.0	-	55.0
3	Southern Polytechnic State University	GA	62.1	52.8	45.6	40.5	53.3
4	University of Houston Downtown	TX	58.4	48.8	42.3	36.5	49.6
5	Purdue University North Central	IN	58.5	47.1	40.2	-	49.1
6	East Tennessee State University	TN	59.9	48.1	40.1	32.3	48.9
7	Pittsburg State University	KS	57.6	49.4	39.8	35.6	48.7
8	***Oregon Institute of Technology***	***OR***	***54.0***	***48.5***	***43.3***	***34.1***	***48.1***
9	University of Southern Colorado	CO	54.0	46.0	40.3	25.7	46.1
10	SUNY College of Technology at Alfred	NY	54.2	46.1	38.1	31.2	45.8
11	Weber State University	UT	55.0	44.3	38.4	34.9	45.8
12	West Virginia University Instit of Tech	WV	50.4	41.6	33.4	29.7	41.6
	Weighted Average (without OIT)		61.4	50.1	41.9	34.7	50.9
	Oregon Institute of Technology % of average		87.9%	96.8%	103.3%	98.2%	94.7%

Source: American Association of University Professors, ACADEME: The Annual Report on the Economic Status of the Profession, 1999-00, March/April 2000

* Faculty distribution for each university is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors.